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ABSTRACT

The secondary level program of Spring Lake (MI) Public Schools provides services necessary to develop community living skills. Students proceed through three phases: daily living courses (basic academic subjects); prescriptive programing based on the student's needs; and vocational orientation, preparation, and training (including a senior year vocational experience). Continuous monitoring of the students' progress is a keystone of the program. Sample student data, project forms, and task analyses are appended. (CL)

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ED207288

SECONDARY SPECIAL EDUCATION

ACCOUNTABILITY - KEY FOR THE 1980'S

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EC 140024

School districts throughout the country with limited resources, staff, and budgets find development of secondary special education programs a low priority item. Much emphasis, and mistaken interpretations of P.L. 94-142, have mainstreamed the secondary level handicapped student into watered-down low track regular curriculum, or placed the student into programs where special educators are used as tutors for regular classroom work.

It is the responsibility of special educators to develop programs that are unique for this age group and for those who have experienced failure in conventional programs. A program meant to fulfill the needs of students, rather than penalize them. The Spring Lake Public Schools' Department of Special Education, secondary level, has developed such a program.

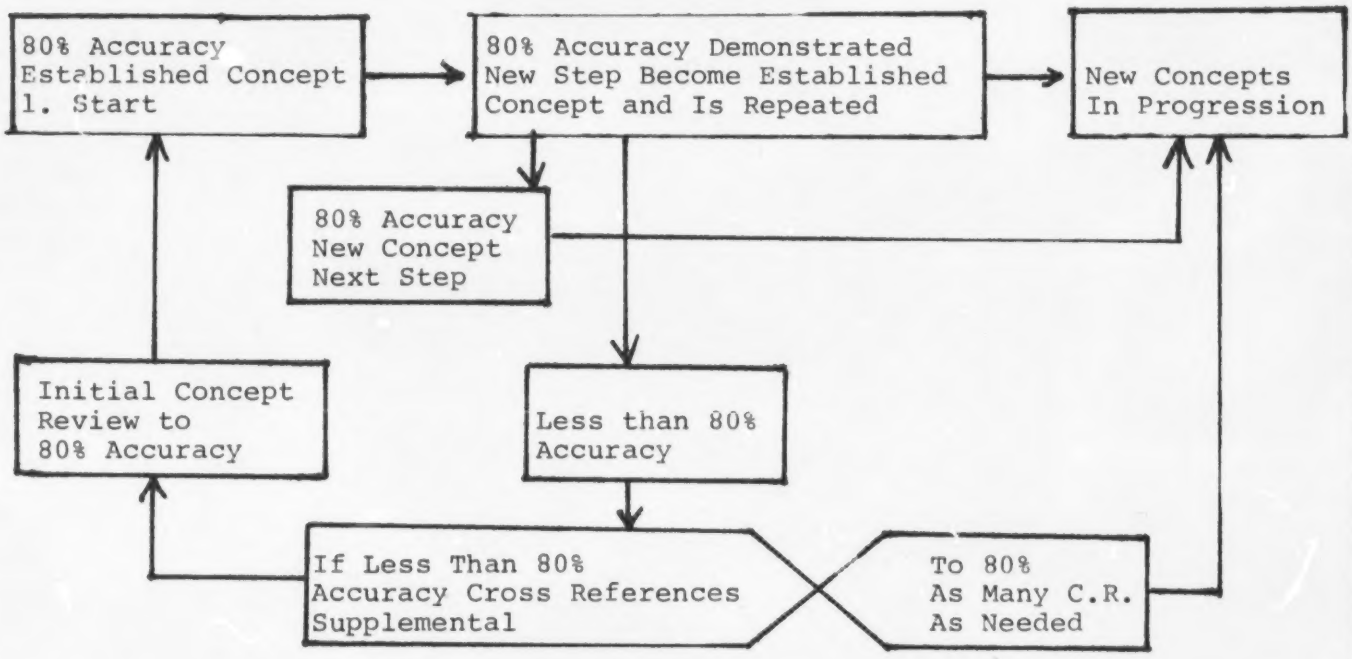
The premise of the program was to develop skills necessary so that upon termination of services, the child will be capable of sustaining an existence, comparable to others, within the community. The program concept was to develop a three phase program to meet individual needs.

In general, each student is exposed to all three phases of this Special Service program. The degree is predetermined by the professional staff and parents through Educational Planning and Placement Committee (E.P.P.C.) and Individual Educational Planning (I.E.P.) meetings.

Major emphasis is placed on a phase, or phases, which is/are most critical to the individual child as determined by

a staff evaluation. Consistent and continuous re-evaluations of student progress is monitored through tests, observations, and work performance with a minimum of 80% accuracy (note Figure I) in subject content areas.

Academic Progress Flow Chart (Figure I)



The basal evaluation procedures, to determine the academic ability level, is administered during the first two weeks the student enters the program. Follow up evaluations begin the first day possible in May of the current school year. Success criteria is based upon the formula

$$\frac{\text{Full Scale I.Q.}}{\text{Number of Months}} = \%\text{ of Expected Improve}$$

The formula can change, depending upon the frequency of evaluation. The only change would occur in the months in the

program. That change could be months between evaluations.

Note Figure II

Figure II

8 months

Regular Student I.Q. $\frac{100}{100} \times \frac{X}{8} = 100x = 800$

$x = 8$ months academic growth

Special Student Full Scale I.Q. 68 $\frac{68}{100} \times \frac{X}{8} = 100x = 544$

Months between evaluations 8 $x = 5.4$ months academic growth

15 months

Regular Student I.Q. $\frac{100}{100} \times \frac{X}{15} = 100x = 1500$

$x = 15.0$ months academic growth

Special Student Full Scale I.Q. 68 $\frac{68}{100} \times \frac{X}{15} = 100x = 1020$

Months between evaluations 15 $x = 10.2$ months academic growth

All specific goals and objectives are included in a continuing Individualized Educational Plan, that is discussed and updated frequently with parents. With the use of a daily monitoring system, each student can progress, commensurate with his/her academic plan and within his/her ability, as pre-determined by a competent measurement scale. His/her emotional, social, and work habits will effect the anticipated progress, but most of the cause-effect relationships are subjectively noted during the course of the educational plans term.

The secondary program should allow for mainstreaming as much as possible, but provide for a follow-up monitoring procedure (Forms 94-142), note Appendix 1A, 1B, which included a monthly, weekly, or daily, if necessary, form of obtaining information on student progress, gaps, or weaknesses in skills or behavorial areas where regular teachers have concerns. These forms provide the documented background information necessary for removal from the mainstreaming program if that course of

action is deemed to be in the best interest of the student. The primary benefit of this procedure is an on-going record of professional case studies that give insights as to how each special student copes with, and functions in, a stress (must produce) situation. Each student's documented reaction benefits our efforts to vocationally place that student in the community.

Students whose abilities limit the mainstreaming process are incorporated into the three phase program provided in the self-contained unit.

The Secondary Special Education Department offers a curricular course, divided into three phases, that has specific levels offered for each phase. Course titles reserved exclusively for the special student are: Skills for Daily Living, Perscriptive Program, Career Exploration, Pre-Vocational Awareness. Course descriptions and b:eakdowns are available on request.

Phase I: The skills for Daily Living courses (1 through 4) deal with basic academic subjects. They are a phase that is designed to fill psychological needs by allowing each child to find some measure of success within the group. Activities such as "pick your poison," "Laker Lottery," "The Super Schedule Double Elimination Contest," and "Stump the Stars" utilize academics as a means of obtaining successful experience through group interaction. A student thus becomes aware of the fact that academics are important to success. Utilizing competition, as a teaching method, students become rapidly cognized of a valuable tool necessary for adult success.

In addition, the basic academic work is designed to introduce students to basic life competency skills necessary for self reliance and independent living. These competency skills are available in the State of Michigan Life Role Competencies list.

Phase II is commonly referred to as "prescriptive" programming. Through observation, evaluation, past history, and actual performance, a functioning level of each child is determined. Gaps and weaknesses in skills are noted so that an adequate diagnosis of needs can be determined. From the data collected, a program is then planned to improve the skills necessary to develop progress. Priority is concentrated, but not limited to weakest areas. The program is instituted at the child's pace with emphasis that the assignments must be completed, within a reasonable time frame. With individualized instruction by the teacher and work within the child's level of ability, gradually becoming more complex, the results are, in most cases, successful. (Note Statistics Figure III) This phase requires constant evaluation, not of progress, but of the child's needs. As these needs change so does the prescription for learning.

Phase III is concerned with vocational orientation, preparation, and training. At the 7th and 8th grade levels the phase is designed to introduce concepts, terminology, and attitude essential to a successful experience in the high school program. A major objective of this concept is the greater the "head start" we can develop, the easier it will be to make the special student adjustment to the demands of

employment less traumatic. From the 9th grade on, actual work experiences are expected and required as a regular part of the program. The degree of work experience and responsibility involved are gradually increased. The 9th and 10th grade experiences are within the school building, under a dual supervision; that of the person in charge of the department wherein the student is working, and also special education personnel. (Note Appendix II for Minimum Skills and Goals and Objectives for these work study placements.) The 11th grade experience is half days within the community. Direct supervision is by the owner or manager of the local establishment with indirect supervision by the special education instructor, and/or the high school cooperative program. During these three years, upon stations' completion, the primary supervisor evaluates the student's overall work performance. (Appendix III Work Evaluation Form)

The senior year vocational experience, if selected by the student, (other options include skill center placements), is the final station required for high school graduation. It is this experience that the student will actually be working a full shift, in a position that, if they chose to, could remain and earn enough to support themselves and/or a family. At this time they would be required to attend one or two evening classes per week. If the placement is satisfactory he/she will have a head start on their graduating seniors in that the employer will know the capabilities of the employee and will tend to keep that person rather than train someone else. If the job placement was not satisfactory, that evaluation

may make it easier to succeed at the next job placement. Even after graduation the work evaluations may make it easier to find new employment should that situation arise.

The success criteria of secondary special education is measured in many ways. For the student, and family, a diploma is the immediate reward for time and effort spent. For many others the fact that handicapped individuals fulfilled the requirements and deserve to graduate in mass is success. Our measurement of success is after graduation. "Is the student gainfully employed?" (Note Appendix IV Vocational Follow Up Form)

Our program accepts children where they are, utilizing our progress flow chart, the formula for success and individualized educational plans, their growth academically and socially is our success. If they, in this process, earn a high school diploma, so much the better.

Education in the 1980's especially for special education, will be governed by two key words - accountability and documentation. Mandated laws, equal access and opportunity, mainstreaming, and civil rights for the handicapped have placed special programs under a microscope.

Without a system to monitor student's progress, legal questions may arise that require documentation and justification. Because a student is handicapped does not release the special education program from being accountable for academic success.

The Spring Lake program has built into it's program such

a system with the documented results used to measure the success rate of the program.

Initial testing results (WRAT) disclosed a range of kindergarten fourth month (K.4) to eighth grade seventh month (8.7) with a mean average of third grade (3.0). To date the mean average (WRAT) is Reading (6.8); Mathematics (5.7) and Spelling (5.5). The cumulation of data is useful in many ways. I.E. Statistical data for E.P.P.C. and I.E.P. evaluations, re-evaluating goals and objectives for prescriptive instruction, justification for/or against mainstreaming, reports to parents, and program evaluation and modification. It presents documented evidence of our successes and failures. It offers a means to evaluate our methods and materials. It, better than anything else, points out our weaknesses so that we can develop constructive ways to improve our services to the handicapped.

It also affords us the luxury of documenting student's progress over a long range.

Students who have participated in the special program have exhibited marked growth in skills. (Note Figure III)

TESTING DATA

Figure IIIA

Case #	Reading Pre Test	Reading Post Test	Spelling Pre Test	Spelling Post Test	Mathematics Pre Test	Mathematics Post Test
00282	4.1	6.9	1.8	3.7	5.2	10.7
00671	3.3	5.9	2.9	3.0	3.6	4.2
00571	2.2	3.2	1.8	3.7	3.9	5.3
01769	7.2	8.1	4.2	6.0	5.3	4.2
00183	2.4	2.6	1.5	3.0	4.2	4.4
01258	2.4	3.2	1.7	3.3	3.9	5.3
01671	3.6	3.6	2.7	3.7	3.6	3.9
00492	4.8	8.7	2.5	4.5	6.3	6.7
01087	3.8	6.0	2.3	3.5	5.3	4.7
01870	2.7	4.8	2.5	4.5	2.8	4.4
01970	5.3	7.8	3.9	5.5	3.6	3.9
03287	3.6	5.2	3.0	3.9	2.3	3.6
039HI	3.5	4.2	3.3	4.5	5.2	5.9
03363	4.2	5.8	2.6	4.2	1.5	3.4
03475	5.4	6.9	3.0	3.7	2.9	4.9
03679	6.6	9.3	4.3	6.8	3.9	5.3
03885	4.5	4.4	3.9	4.5	4.7	5.7
03789	3.1	4.8	3.0	3.7	2.9	4.7
03570	3.2	4.2	3.0	3.3	4.9	6.1
04885	4.6	4.5	3.7	4.2	4.9	5.7
00965	4.8	6.5	1.2	4.5	3.0	5.2
01160	2.4	3.9	K-4	3.3	3.6	4.5
01356	1.6	2.2	K-9	2.6	3.0	3.4
01356	1.6	2.2	K-9	2.6	3.0	3.4
	89.3	122.7	60.1	93.6	90.5	116.6
	3.882	5.334	2.613	4.069	3.934	5.069
Average Gain/Loss	+1.452		+1.457		+1.135	

TESTING DATA RANKING

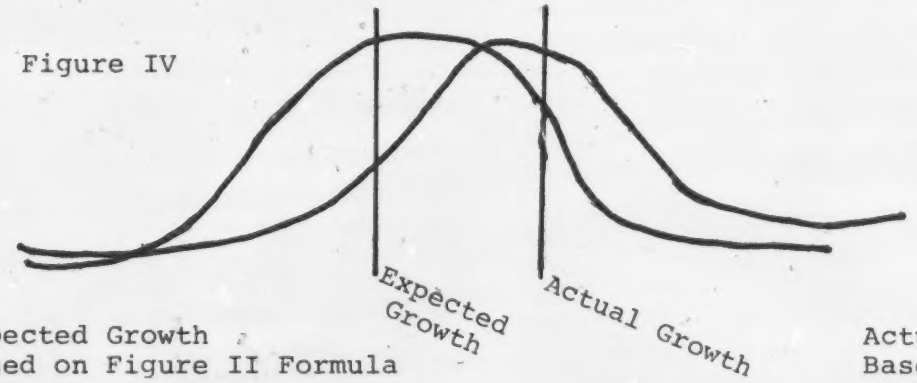
Figure IIIB

Reading		Spelling		Mathematics	
Pre Rank	Post Rank	Pre Rank	Post Rank	Pre Rank	Post Rank
7.2	9.3	4.3	6.8	6.3	10.7
6.6	8.7	4.2	6.0	5.3	6.7
5.4	8.1	3.9	5.5	5.3	6.1
5.3	7.8	3.9	4.5	5.2	5.9
4.8	6.9	3.7	4.5	5.2	5.7
4.8	6.9	3.3	4.5	4.9	5.9
4.6	6.5	3.0	4.5	4.9	5.3
4.5	6.0	3.0	4.5	4.7	5.3
4.2	5.9	3.0	4.2	4.2	5.3
4.1	5.8	3.0	4.2	3.9	5.2
3.8	5.2	2.9	3.9	3.9	4.9
3.6	4.8	2.7	3.7	3.9	4.7
3.6	4.8	2.6	3.7	3.6	4.7
3.5	4.5	2.5	3.7	3.6	4.5
3.3	4.4	2.5	3.7	3.6	4.4
3.2	4.2	2.3	3.7	3.6	4.4
3.1	4.2	1.8	3.5	3.0	4.2
2.7	3.9	1.8	3.3	3.0	4.2
2.4	3.6	1.7	3.3	2.9	3.9
2.4	3.2	1.5	3.3	2.9	3.9
2.4	3.2	1.2	3.0	2.8	3.6
2.2	2.6	.9	3.0	2.3	3.4
1.6	2.2	.4	2.6	1.5	3.4

Average -

Special Education for secondary programs are faced with a broad range of grade levels. Gaps and weaknesses are different for each student. Group activities are most difficult because of the vast difference in academic and interest levels. It is almost imperative that academic content be channeled into individualizations. Because of the range differences and selection of material must be done within budget allowances, a policy dealing with material purchases and long range planning is essential. A program is constantly changing because the students are continually changing. Yet our changes have long range goals as the prime motivator. Our program is in a constant state of organized change as forms, materials, and methods become obsolete they are discarded. Fortunately, as signs of obsolessence appear, our planning allows us to program the new before the other is discarded to the students, no gap in program is apparent. No single commercial program meets all our needs, but a combination has enabledthe special students to gain significantly. (Note Figure IV)

Figure IV



Expected Growth
Based on Figure II Formula

Actual Growth
Based on WRAT Evaluations

For the next decade special education programs are going to need to document what they do in order to justify the additional allocations for support. If the needs can be demonstrated, the funds can be obtained.

Appendix IA

PL 94-142

DEPARTMENT OF SPECIAL EDUCATION
SECONDARY LEVEL
SPRING LAKE JUNIOR-SENIOR HIGH

Date:_____

Report:_____

The following students are in your class. In order for our Special Services to meet their needs, we would ask you to return this questionnaire as soon as it is convenient.

1.

2.

3.

4.

5.

6.

If the students are doing adequate work, please initial._____

If a student is having difficulty, please list the name and I will contact you within the week.

COMMENTS:

Thank you for your cooperation.

TOM VERHOEKS

DEPARTMENT OF SPECIAL EDUCATION
SECONDARY LEVEL
SPRING LAKE JUNIOR-SENIOR HIGH

Date: _____

Report: _____

Student Code: _____

The following program changes and recommendations were made regarding _____ and his/her participation in course # _____.

BACKGROUND INFORMATION:

RECOMMENDATIONS:

PROGRAM CHANGES:

Recommended Modification ( )

Recommended Removal ( )

_____
Regular Program Personnel

_____
Special Education Personnel

FOOD SERVICE
Code 250

FS51 Set Up and Prepare Tables
- 511 Recognize safety factors associated with handling and setting up tables
- 512 Unfold and set up different types of tables
- 513 Arrange tables, chairs, speakers tables as pre arranged
- 514 Demonstrate degree of skill in covering tables with different covering materials: paper, cloth, plastic, padding, place mats
- 515 Demonstrate a degree of skill in replacing table linens, silverware; refill sugar, salt, and pepper

FS52 Set Individual Covers and Places Properly
- 521 Arrange and set an American table service efficiently and correctly as prescribed by standard etiquette
- 522 Recognize the common variations in American table service
- 523 Recognize and observe sanitation factors in handling clean dishware, glassware, and silver

FS53 Greet and Serve Restaurant Customers
- 531 Knowledge of appropriate modes on conduct, attitude, etiquette
- 532 Demonstrate shorthand methods for taking orders
- 533 Demonstrate proper and courteous method of customer service
  - A. Greeting--stating own name
  - B. Water
  - C. Menu
  - D. Filling order --bread, relish tray
  - E. Clearing order
  - F. Inquire of desserts
  - G. Refills
  - H. Placing check
  - I. Taking leave

FS54 Service Supplies in the Dining Room
- 541 Knowledge of all dining room supplies requiring service
- 542 Rack, store, or shelve supplies in dining room
- 543 Monitor the level of dining room supplies with degree of consistency
- 544 Transport supplies safely to dining room storage area, recognizing sanitation factors of handling

FS55 Clear and Bus Tables
- 551 Knowledge of proper bussing procedure for a given establishment
- 552 Knowledge of storage locations of materials and supplies for a given establishment
- 553 Demonstrate ability to replace items used at a work station
- 554 Perform the following procedures in accordance with the situation with utmost care
  - A. Refill water glasses of guests

B. Clear/remove settings from table
C. Remove/replace soiled linen
D. Load trays--transport to kitchen
E. Return reusable food to kitchen

FS56 Clean and Sanitize Dining Room and Service Equipment
561 Identify various applications of specific cleaning materials and equipment for cleaning equipment
562 Ability to read and identify dangerous labels on cleaning supplies
563 Follow specific procedures and demonstrate a degree of skill in cleaning and sanitizing the following dining room equipment
A. Dispensing machines
B. Counters
C. Service bars
D. Glass
E. Shelves
F. Tables and chairs
G. Hot cars thermo trainer
H. Pass through refrigerators

FS57 Assist in Servicing a Buffet Service
571 Properly arrange the following
A. Dessert table
B. Main service table
C. Beverage table
D. Hors d'oeuvre table
E. Salad bar
572 Arrange table decorations as pre-arranged by supervisor
573 Place and service the following items in buffet-style service
A. Beverages
B. Napkins
C. Food dishes
D. Desserts
E. Glassware
F. Dishware
G. Silver
574 Follow the prescribed procedures for
A. Garnishing
B. Refilling
C. Clearing

FS58 Replenish Food at a Service Bar
581 Identify and follow sanitation and safety factors or precautions for handling hot food pans
582 Select appropriate utensils for dishing selected foods from service pans
583 Demonstrate a degree of skill in transferring
A. Foods to service bar
B. Salads to service bar
C. Desserts to service bar
D. Transferring remaining food to new pan

FS59 Assisting in Servicing a Cafeteria Line

591 Monitor and service the following items in a cafeteria service line following prescribed procedures and techniques

- A. Napkins
- B. Trays
- C. Dishware
- D. Silver
- E. Glassware
- F. Beverages
- G. Garnishes
- H. Main dishes
- I. Salads
- J. Desserts

FS60 Operate a Cash Register

601 Demonstrate basic rules of cash register operation and end of day shift procedures

- A. Sufficient change
- B. Correct over/under rings
- C. Do not group sales
- D. Never leave cah drawer open

602 Knowledge of parts and operation of cash register

603 Demonstrate proper procedure for making change

- A. Call back amounts of sale and refund
- B. Place money received on cash register slab
- C. Ring Sale
- D. Receipt on slab, count change silently
- E. Put customers money into drawer and close it
- F. Count change out loud to customer as you return it

APPENDIX II

(Others Available on Request)

CODE BREAKDOWN: **FOOD SERVICE**

251	2511	2512	2513	2514
252	2521	2522	2523	
253	2531	2532	2533	
254	2541	2542	2543	2544
255	2551	2552	2553	2554
256	2561	2562	2563	
257	2571	2572	2573	2574
258	2581	2582	2583	
259	2591			
260	2601	2602	2603	

FOODS PREPARATION
Code 200

FP01 Prepare Vegetables
- 011 Name, identify and select quality grades of vegetables
- 012 Demonstrate skills in washing, trimming, peeling, cutting, and slicing; operation of peeling machine
- 013 Demonstrate a degree of skill in warming, frying, steaming, boiling, baking, sauteeing
- 014 Identify general types of vegetables commercially: fresh, frozen, canned, dehydrated
- 015 Identify proper temperature, humidity, length of storage time for specific vegetable

FP02 Prepare Sandwiches
- 021 Identify types of sandwiches and relationship to meals (ie. main dish, appetizer, refreshment, accompanying)
- 022 Identify types of and quality of sandwich bread (rye, whole wheat, white, rolls)
- 023 Degree of skill in preparing: traditional, open faced, hot, club, hogie, submarine, taco, poor boy
- 024 Select and prepare sandwich fillings to meet appropriate standards
- 025 Demonstrate specific procedures for sandwich: organizing, layout, spreading, stacking, cutting, wrapping, storage

FP03 Prepare Soups
- 031 Identify different types of soups: thin, clear, cream, thick
- 032 Demonstrate a degree of skill in preparing various soups following a prescribed procedure
- 033 Select and add appropriate garnishments and accompaniments to the soup service

FP04 Prepare Fruits
- 041 Name, identity, and select quality grades of fruits
- 042 Demonstrate skills in washing, trimming, peeling, seeding, slicing, cutting
- 043 Knowledge of general principles and methods of cooking fruits
- 044 Select appropriate spices, flavorings for different fruit dishes
- 045 Demonstrate proper storage conditions for fresh, frozen, cooked, canned, dried fruits

FP05 Prepare Meats
- 051 Knowledge of proper tools and materials for cutting meats, dressing poultry, and cleaning seafoods
- 052 Observe important sanitations factors essential in the preparation process
- 053 Demonstrate a degree of skill in preparing different cuts of meat, portions of poultry, servings of seafood
- 054 Recognize character of properly prepared meats, poultry, and seafood for cooking

055 Demonstrate skill to properly store cleaned meats, poultry, and seafoods

FP06 Bread Items
- 061 Select proper amounts of basic ingredients for preparing breads or breadings for meats, seafoods, poultry
- 062 Prepare appropriate breads or breading mixtures for meats, poultry, seafoods
- 063 Demonstrate a degree of skill in breading meats, poultry, seafoods

FP07 Scrape Dishes
- 071 Scrape dishes efficiently and safely by hand, dishbrush, or sprayer
- 072 Segregate garbage from dishes as either food/trash or garbage/waste
- 073 Demonstrate an ability to pace work effectively adjusting to the flow of dishes
- 074 Knowledge of sanitation factors associated with dish scraping

FP08 Load, Operate, Unload Dishwasher
- 081 Knowledge of proper racks for different types of dishes and silverware
- 082 Rack dishes, glass, and silver efficiently exhibiting a degree of skill
- 083 Rack dishes for most efficient techniques of positioning, drainage, and drying
- 084 Load, prepare, and make ready a commercial dishwashing machine following manufacturer's instructions
- 085 Interpret automatic indicator signals for purpose of monitoring machine cycles
- 086 Shut down dishwashing machine operation and remove racks
- 087 Basic knowledge of different types of commercial dishwashers
- 088 Operational knowledge of different types of commercial dishwashers
- 089 Knowledge and demonstrate specific safety precautions to be observed in operating an automatic dishwashing machine

FP09 Operate Garbage Disposal
- 091 Recognize specific safety precautions for operating a garbage disposal
- 092 Operate a garbage disposal unit safely and efficiently, using a commercial disposal if possible
- 093 Safe handling of bulk garbage containers

FP10 Clean and Sanitize Kitchen Equipment
- 101 Identify various applications of specific cleaning materials and equipment for cleaning equipment
- 102 Ability to read and identify dangerous labels on cleaning supplies
- 103 Follow specific procedures and demonstrate a degree of skill in cleaning and sanitizing kitchen equipment
  - A. Mixer

B. Food Warmer
C. Coffee Urn
D. Steam Jacket Kettle
E. Dish Machine
F. Deep Fat Fryer
G. Refrigerators
H. Freezers
I. Range
J. Grill
K. Ovens
L. Chopping Board
M. Steamer
N. Exhaust Canopy
O. Major Spills

CODE BREAKDOWN: **FOOD PREPARATION**

201	2011	2012	2013	2014	2015
202	2021	2022	2023	2024	2025
203	2031	2032	2033		
204	2041	2042	2043	2044	2045
205	2051	2052	2053	2054	2055
206	2061	2062	2063		
207	2071	2072	2073	2074	
208	2081	2082	2083	2084	2085
	2086	2087	2088	2089	
209	2091	2092	2093		
210	2101	2102	2103		

VEHICLE MAINTENANCE
Code 600

AM01 Wash and Wax Vehicles
- 011 Select appropriate supplies for washing and waxing vehicles
- 012 Demonstrate a degree of skill in washing vehicles by hand and by using high pressure spray unit
- 013 Identify by name and clean specific areas or body components of a vehicle
- 014 Operate specific pieces of equipment for assisting in cleaning and/or waxing a vehicle
- 015 Follow the manufacturer's procedure in applying and removing waxes and Simonizes, exhibiting a degree of skill

AM02 Mount, Balance, and Rotate Tires
- 021 Demonstrate a degree of skill in operating specific pieces of equipment for mounting, balancing, and rotating tires
- 022 Identify and describe tire rotation sequence
- 023 Remove and replace vehicle wheels exhibiting a degree of skill
- 024 Mount and dismount tires with some degree of skill
- 025 Balance tires static/dynamic processes exhibiting some degree of skill

AM03 Lubricate Vehicle Chassis, and Change Engine Oil and Filters
- 031 Describe/demonstrate operation of hoist/floor jack
- 032 Demonstrate operation of a lubrication gun; lubricate chassis/body components of a vehicle following a prescribed procedure
- 033 Drain and replace engine crankcase oil
- 034 Remove, select, and replace engine oil filters following a prescribed procedure

AM04 Maintaining and Servicing Lubrication Systems
- 041 Recognize and observe specific safety precautions relating to the maintenance and service of the lubrication system
- 042 Perform the following job skills with accuracy to meet the accepted manufacturer's specifications
  - A. Change engine oil and filters
  - B. Change automatic tranmission fluid and filter
  - C. Check and correct vital fluid levels
  - D. Lubricate vehicle door latches, trunk, hood
  - E. Check oil level and adjust if necessary

AM05 Maintain and Service Cooling Systems
- 051 Recognize and observe specific safety precautions relating to maintaining and servicing of the cooling system
- 052 Perform the following job skills with accuracy to meet the accpeted manufacturer's specifications
  - A. Check and replace heater and radiator hoses
  - B. Test and correct antifreeze protection level

C. Flush radiator and system
D. Drain and flush cooling system
E. Repair minor radiator leaks with sealer and solder

AM06 Service Batteries
061 Use safety precautions in servicing battery
062 Perform the following job skills with accuracy to meet the accepted manufacturer's specifications
A. Check electrolyte level of batteries and fill to proper level
B. Activate a new dry charge battery
C. Connect booster cables properly
D. Charge a battery to specifications
E. Check specific gravity with hygrometer
F. Perform inspection of battery case condition
G. Remove and install a battery in the vehicle with proper connections
H. Clean the battery and terminals

AM07 Preparing Vehicle for Service
071 Select appropriate cleaning tools and supplies for a given clean up job
072 Perform the following job skills with accuracy to meet acceptable standards
A. Vacuum interiors of vehicles
B. Clean interiors of vehicles
C. Wash and wax vehicle exteriors
D. Replace mats
E. Touch up or paint chipped or scratched areas
F. Locate air leaks
G. Replace worn windshield wipers

AM08 Clean and Maintain Work Area
081 Select appropriate tools to perform duties, maintain adequate safety standards
082 Perform necessary functions to maintain a clean and safe work area

CODE BREAKDOWN: VEHICLE MAINTENANCE

601	6011	6012	6013	6014	6015
602	6021	6022	6023	6024	6025
603	6031	6032	6033	6034	
604	6041	6042	A B C D E		
605	6051	6052	A B C D E		
606	6061	6062	A B C D E F G H		
607	6071	6072	A B C D E F G		
608	6081	6082			

APPENDIX III

SPRING LAKE PUBLIC SCHOOLS SPECIAL EDUCATION

WORK EVALUATION FORM

PERSONAL DATA:

Date of Birth _____

Address _____

Parents Name _____

Phone _____

Disabilities _____

_____

COMMENTS:

_____

_____

_____

_____

_____

_____

PLACEMENT DATA:

Name of Employer _____

Address _____

Type of Job _____

Duties _____

Responsibilities _____

_____

_____

_____

FOLLOW UP INFORMATION:

Parent Contact _____

Employer Contacts _____

_____

_____

Evaluation Date _____

APPENDIX III

I. PERSONAL TRAITS	Excellent	Good	Fair
MATURITY			
Realistic outlook on life			
Self discipline			
Willingness to accept responsibility			
CONFIDENCE			
In himself/herself			
Ability to make own decisions			
HONESTY			
Relationship with people			
Integrity and reliability on job			
INITIATIVE			
To take action when needed			
Willingness to take action			
INDUSTRIOUSNESS			
Degree of work willingness			
PERSISTANCE			
Inclination to finish what he starts			
Willingness to take action			
PERCEPTION			
Ability to recognize situations of significance			
LEADERSHIP			
Indications of possible leadership tendencies			
Reaction to authority			

ADDITIONAL COMMENTS _____

_____

_____

_____

_____

_____

APPENDIX III

	Excellent	Good	Fair
II. SOCIAL INTERACTION			
SOCIAL KNOWLEDGE			
Adjustment to social patterns of job			
DEGREE OF ACCEPTANCE			
Capacity to make friends			
Personal Acceptance by others			
Working relationships with others			
Courteousness			
PERSONAL IMPACT			
Outward appearance			
Expressed enthusiasm			
Consideration for others			
COMMUNICATION			
Ability to listen/talk			
Understand ideas clearly			
INTERPERSONAL RELATIONSHIPS			
Working with others			
Dealing with others			
Competition			
Dependency upon authority			
Willingness to accept criticism			
Shows improvement after criticism			

III. WORK HABITS			
PHYSICAL ADJUSTMENT TO WORK			
Coordination			
Physical skills			
Physical limitations			
WORK HABITS			
Attention to duties			
Attention span			
Consistency of performance			
Attendance and punctuality			
Routine habits			
Safety			
Work interuptions			
Work attitudes			
Ability to accept change			
Ability to follow a series of directions			

APPENDIX IV

VOCATIONAL FOLLOW-UP

SPRING LAKE PUBLIC SCHOOLS

DEPARTMENT OF SPECIAL EDUCATION

(Employer: This is a confidential report that will enable us to make a clearer evaluation of our program.)

Your employee_____ has given his/her permission for disclosure of the following information.

_____
Signature of Employee

Background Information:

Date of Employment:_____

Starting Salary: _____

Description of Job:

_____

_____

_____

Attendance: ( ) Good ( ) Fair ( ) Poor

Punctuality: ( ) Good ( ) Fair ( ) Poor

Current Information:

Promotion (if any) _____

_____

Description of Duties at present work station:

_____

_____

_____

_____

STUDENT CODE _____

VOCATIONAL FOLLOW-UP

Current Information (continued)

Current Salary _____

Observable Skills that need improvement:

Mathematics _____

Reading _____

Spelling _____

Behavioral _____

Other (please specify) _____

_____

_____

Present Fringe Benefits (check)

Medical Insurance (specify) _____

Retirement _____

Life Insurance _____

Dental or Vision _____

Other _____

Please conclude some basic comments regarding this person as an employee

_____

_____

_____

_____

_____

_____

STUDENT CODE _____

Please return to: Spring Lake Special Education Department
Spring Lake Public Schools
345 Hammond Street
Spring Lake, Michigan 49456